Owls – Autumn Term 2026

Autumn 1 –The Egyptians
Autumn 2 – Who lives in Antarctica ?

Programme of Study
Year 3 / 4

Our School Values – Community, hope, dignity, wisdom, perseverance, forgiveness

Golden Threads
Courageous Advocacy
Sustainability
Global citizenship

Cultural Capital
Resilience
Vocabulary
Making connections

British Values
Democracy, Rule of Law, Individual liberty, Tolerance, Mutual respect

English

Reading

- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

GPS

- Use fronted adverbials and punctuate them with commas.
- Use conjunctions to express time, place and cause (e.g. when, before, because, if).
- Use direct speech and punctuate it accurately.
- Use apostrophes for possession and contraction.
- Use a range of sentence structures, including simple, compound and complex sentences.
- Spell words from the Year 3/4 statutory word list accurately.
- Join handwriting consistently and legibly
- **Handwriting**
  - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
  - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Personal, Social and emotional development

- To understand how our minds and bodies are connected.
- To identify physical factors that can influence how a person feels.
- To explain why sleep is important for good mental and physical health.
- To understand how emotions can affect actions and decisions.
- To explore ways of managing difficult emotions.
- To recognise when someone may need help or support.
- To identify trusted adults and know how to seek help appropriately.

Human Rights

- To recognise that human rights are rights that belong to everyone and identify examples of these rights.
- To understand how rights help people live safely, fairly and with respect.
- To explain how adults help children to access and protect their rights.

Reducing, Reusing and Recycling

- To identify practical ways to reduce the use of materials and energy.
- To understand why reducing is the most effective way to minimise waste.
- To explain why reusing items is often better for the environment than recycling them.
- To identify ways that everyday objects can be reused or upcycled.
- To understand why recycling is important for protecting the environment.

Local Government

- To identify some of the responsibilities of local councils.
- To understand why councils must make decisions about spending priorities.

Science

Forces and Magnets

- To investigate how forces affect the movement of objects on different surfaces.
- To explore how magnets attract, repel and act at a distance.
- To identify and sort materials according to whether they are magnetic or non-magnetic.
- To learning the difference between pushes, pulls and magnetic forces.
- Use results to draw simple conclusions.
- Identify patterns and relationships.
- Use scientific evidence to answer questions.

Materials

- To identify solids, liquids and gases using their properties.
- To describe melting, freezing, condensing and evaporating.
- To describe the different stages of the water cycle.
- To describe how temperature affects the rate of evaporation and, therefore, the water cycle.
- To ask relevant questions.
- To use results to draw simple conclusions.
- To use thermometers to take accurate measurements.
- To make predictions for new values.
- To record findings using labelled diagrams.
- To research using more than one source

Mathematics

Year 3

Place Value

- Represent, partition numbers from 100 t0 1000
- Estimate, compare and order numbers to 1000
- Using number lines up to 1000
- Estimating on number lines up to 1000
- Finding 1, 10 100 more or less
- Identify hundreds, tens and ones
- Counts in 50's
- Addition and subtraction:
- Adds and subtracts up to two-digit numbers with no exchange
- Bonds of ten
- Estimates
- Inverse
- Multiplication and Division:
- Multiples of 2,3, 4 5, and 10's
- Sharing and grouping
- Using arrays

Year 4

Place Value:

- Represent, partition numbers to 1,000 and 10,000
- Estimate, compare and order numbers to 10,000
- Roman numerals
- Rounding to the nearest 10, 100 and 1000
- Addition and subtraction:
- Add up to two-digit numbers with no exchange, one exchange, and more than one exchange
- Subtract up to two 4 digit numbers
- with no exchange, one exchange and more
- than one exchange
- To check strategies and estimate answers
- Area:
- What is area?
- Counting squares
- Making and comparing shapes
- Multiplication and division:
- Multiplying and dividing by 3, 6, 9, 7, 11 and 12
- Multiplying by 1 and 0
- Divide a number by 1 a number by itself
- Multiplying 3 numbers

RE

What kind of world did Jesus want?- Gospel

- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel'.
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching

Festivals of Light (Hinduism & Sikhism) –

- To understand why light is an important symbol in Hinduism and Sikhism.
- To learn about the Hindu festival of Diwali and the Sikh festival of Bandi Chhor Divas.
- To explore how festivals of light are celebrated by Hindus and Sikhs today.
- To compare the similarities and differences between Hindu and Sikh festivals of light.
- To reflect on the meaning of light, hope and goodness in our own lives.

MFL – French

- Phonics- Recite the French alphabet
- CH, OU, ON, OI, IN, IQUE, ILLE
- Pinpoint France on a map of the world
- Highlight other famous French cities
- Talk about other countries where French is spoken
- Say their name and how they are feeling
- Count to ten in French

Les Animaux (Animals)

- To recognise, understand and use the names of animals in French.
- To develop accurate pronunciation and recall of French vocabulary.
- To read, match and spell French animal names.
- To build confidence in speaking and writing simple French words.

Cultural Capital

Art

Storytelling through drawing

- To tell stories through drawing.
- To use text within our drawings to add meaning.
- To sequence drawings to help viewers respond to our story.
- To use line, shape, colour and composition to develop evocative and characterful imagery.

Exploring Pattern

- To explore how drawing can be a mindful and relaxing activity.
- To use line, shape and colour to create a variety of patterns.
- To experiment with folding, cutting and collage techniques to make patterns.
- To create and repeat patterns inspired by different ideas and sources.
- To apply repeated patterns to a range of artistic outcomes and products.

Music

Unit 1: 'This Little Light of Mine' Unit 2: 'My Fantasy Football Team'.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians.
- Develop and understanding of the history of music.

History

To locate Ancient Egypt in time and place and to recognise features of Ancient Egyptian civilization
To locate the Nile valley on a world map & make deductions from map evidence.
To grasp the importance of the Nile and significance of annual floods
To explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport
To explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.
To accurately observe and represent in a quick field sketch the objects left in the tomb
To work co-operatively in order to generate relevant historical questions
To see that there is more than one interpretation of who built the pyramids
To grasp that some evidence is stronger than others
To appreciate that history has to be rewritten in the light of new evidence
To grasp that this is a very hierarchical society
To can explain the roles of men and women in Ancient Egypt
To learn to sequence the stages of mummification
To explain the importance of correct preparation for the afterlife

Cultural Capital

Geography

- Who lives in Antarctica?
- Describe what lines of latitude and longitude are.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment researchers might use and clothes they wear.
- State the outcome of Shackleton's expedition.
- Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- Describe a similarity and difference between life in the UK and life in Antarctica.
- Begin to recall the eight points of a compass, following at least four of them.
- Recognise and describe features on their school grounds from an aerial map.
- Draw a map of the route they take on an expedition.

Cultural Capital

PE

Fitness:

- Run with pace over longer distances and for more extended periods
- To develop their running technique
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Outdoor and Adventure:
- Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.
- Respond positively to increased challenges and other team members, showing ability to listen to feedback.

OAA

- To develop teamwork and communication skills through cooperative challenges.
- To use problem-solving and decision-making skills in outdoor activities.
- To follow maps and directions to navigate successfully.
- To show resilience, leadership and responsibility in unfamiliar situations.

Cultural Capital

Computing

- To identify that accuracy in programming is important
- To create a program in a text-based language
- To explain what 'repeat' means
- To modify a count-controlled loop to produce a given outcome
- To decompose a task into small steps
- To create a program that uses count-controlled loops to produce a given outcome

Creating Media: Stop-Frame Animation

- To understand how stop-frame animation is created.
- To plan and create a stop-frame animation.
- To use digital tools to capture, edit and improve animations.
- To evaluate and refine digital media products.

Cultural Capital

Design and Technology

- Design, make and evaluate a Pneumatic moving toy for a friend or for themselves to play with for a fun moving game that doesn't require any batteries or electricity.